

# American Printing House for the Blind

INCORPORATED

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MODERN METHODS OF TEACHING BRAILLE. Claudell S. Stocker, et al. Louisville, Ky.:  
American Printing House for the Blind, 1970.

The Printing House is happy to announce the publication of a new set of manuals for teaching Braille reading to individuals who become blind after learning to read ink print. The set consists of six books as follows:

## MODERN METHODS OF TEACHING BRAILLE:

### BOOK ONE--KANSAS BRAILLE READING-READINESS BOOK. Stocker:

Student's Text (Braille only). One-side ptg. 1 v; 51 pp. 5-8285.. \$2.20

#### Teaching Manual:

Braille Edition--Pamph; 45 pp. 5-8286..... .70

Ink-print Edition--Pamph; 16 pp. 7-8290..... .40

### BOOK TWO--BRAILLE READING SIMPLIFIED:

Student's Text (Braille only). One-side ptg. 1 v; 46 pp. 5-8287.. 2.10

#### Teaching Manual:

Braille Edition--Pamph; 36 pp. 5-8288..... .70

Ink-print Edition--Pamph; 16 pp. 7-8289..... .40

These manuals are the result of many years of study and development work based on experience in use, as well as writing and rewriting of the material involved, by the staff of the Kansas Rehabilitation Center for the Blind in Topeka, under the leadership of Mrs. Claudell S. Stocker, Director of Communications Department. Over the years, hand-transcribed copies of the Braille editions have been used by rehabilitation centers for the blind throughout this country and abroad, in evaluating the effectiveness of the format and material.

## Distinctive features of the series include:

1. The first student's volume (BOOK ONE) is devoted solely to the development of reading-readiness, a concept not heretofore thought relevant to teaching Braille to adult readers. This volume presents Braille-dot geometric configurations designed to teach recognition of shape and line placement, followed by regular Braille on-line configurations to prepare the fingers to read from left to right, uneven lengths of lines, lines far apart, lines closer together, on down to variations in Braille symbols within the same line. It is the feeling of the developers of these manuals that the reading-readiness approach is just as important to a newly blinded adult trying to adjust to finger-reading after having been an ink-print reader before, as it is to a young blind child learning to read for the first time.

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2. The second student's volume (BOOK TWO) is designed so that the student who desires to learn only Grade 1 Braille to communicate with himself to some degree needs to go through only the first seven lessons, which cover the letters of the alphabet. For those who want to learn contractions, the first seven lessons should be studied in conjunction with Lessons 8-15, e.g., Lesson 1, which introduces the letters a, b, c, d, and Lesson 8, containing the single-letter contractions and short-form words which use these lessons, should be taken together as a single unit. Additionally, no word is ever presented in any of the exercises in contracted form and is then later shown in its contracted form.

Although the materials in this set of manuals were developed primarily for use in a formal rehabilitation setting, every effort has been made to provide teaching instructions which can be used in the home, where instructional aid can be given by a blind or sighted itinerant home teacher or members of the family or friends, as available.

Publication of these materials has been completed, and copies of the various student and teaching manuals are available as noted above. Please order by title and catalog numbers. (Note: Copies may be purchased on Federal quota accounts by eligible schools and classes and rehabilitation centers for the blind.)